DOCUMENT RESUME

ED 448 643 HE 033 652

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TITLE	Adult Learning Styles, Critical Thinking and Psychology.
PUB DATE	1997-03-00
NOTE	21p.; Paper presented at the Annual Conference on Undergraduate Teaching of Psychology (11th, Ellenville, NY, March 19-21, 1997).
PUB TYPE	Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Adult Students; *Cognitive Style; *College Students; *Critical Thinking; Higher Education; *Learning

ABSTRACT

Courses, curriculum, and classrooms can be designed to affirm students in their adulthood, empowering them to draw on their experiences, interests, and self-motivation to learn. Starting at the introductory level and continuing through specialty courses and electives, critical thinking, learning contracts, self-directed learning, and sharing experiences and knowledge can be empowering and exciting experience for both student and professor. Examples of these methods are presented for an introduction to psychology course that is an interdisciplinary course on the meaning of life and social psychology. (SLD)

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ED 448 643

Adult Learning Styles, Critical Thinking and Psychology

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Proceedings of the Eleventh Annual Conference on Undergraduate Teaching of Psychology
(Ellenville, New York, March 19-21, 1997)

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Adult Learning Styles, Critical Thinking and Psychology

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Malcolm Knowles, in his theory of adult learning (1972, revised 1980), presents adults as motivated, self-directed learners. Basically, once a person starts seeing himself or herself as an adult, he or she has an expectation of being independent in decision-making, valuing personal experience, and desiring respect. The young adults we see in front of us are in this stage of "independence." Sometimes, in order to cover a "required" amount of content, we begin treating our students as "children" who are totally dependent on us as "teacher."

Basically, we need to facilitate the maturation process. This process moves from

dependence	to	autonomy
passivity	to	activity
subjectivity	to	objectivity
ignorance	to	enlightenment
few responsibilities	to	many responsibilities
focus on particulars	to	focus on principles
imitation	to	originality
impulsiveness	to	rationality
narrow interests	to	broad interests

We need to design our courses so that we are moving students toward the more mature end of the spectrum. In Knowles' terms, we must move from pedagogy to andragogy. Therefore, our assumptions must change.

Regarding

Pedagogy
Andragogy

Concept of learner
dependent learner
full responsibility on teacher
what, how, when and if it has been learned

self-directed learner
teachers encourage and nurture

Role of learner's experience
what they bring is of little worth.

to gain experience of teacher, text, audi-visuals, etc.; Primary techniques include lecture, assigned reading, AV presentations

learner's experience is valuable
learn from experience
share experiences
primary techniques: laboratory experiments, discussion, problem-solving cases, simulation exercises, field experiences

Orientation to learning
process of acquiring subject matter content to be used at a much later time

process of developing increased competence to achieve their full potential in life; ability to apply knowledge and skills more effectively tomorrow

Readiness to learn
society determines standard curriculum
experience a need to learn
organized around life application categories

This leads us to look at conditions of learning and the corresponding principles of teaching.
Conditions of Learning
Principles of Teaching

learners feel a need to learn
1. Teacher exposes learner to new possibilities for self-fulfillment

2. Help with clarification of aspirations
3. Diagnose gap between aspirations and present level
4. Identify life problems experienced due to gaps

learning environment: comfortable, mutual trust, respect, mutual helpfulness, freedom of expression, acceptance of differences
5. Comfortable physical conditions are provided
6. Accepts learners as persons of worth and respects their feelings and ideas
7. Build relationships of mutual trust and helpfulness with cooperative activities
8. Teacher as resource and colearner

learners perceive goals of learning experience to be their goals
9. Involves learners in mutual process of formulating learning objectives taking into account learning objectives of institution, society, teacher, learner

learners accept a share of the responsibility for planning and operating a learning experience
10. Shares options available in design of experiences and the selection of materials and methods - decide jointly

learners participate actively in learning process
11. Helps with organization, share responsibility

learning process is related to and makes use of experience of learners
12. Helps learners exploit their own experiences
13. Gears presentations of own experiences to levels of learners
14. Helps with application of learning

learners have a sense of progress toward goals
15. Involves learners in developing criteria of measuring objectives
16. Helps develop and apply procedures for self-evaluation

Courses, curriculum, and classrooms can be designed to affirm students in their adulthood, empowering them to draw on their experiences, interests, and self-motivation to learn. Starting at the introductory level and continuing through specialty courses and electives, critical thinking, learning contracts, self-directed learning, and sharing experiences and knowledge can be an empowering and exciting experience for both student and professor. Developing an early understanding of psychological methods and sparking interest through hands on projects allows us to encourage students to use their creativity and become enthusiastic about the field of psychology. There are three types of learning that we must take into consideration.
Affective Learning: involves the formation of attitudes, feelings, and preferences.
Behavioral Learning: includes the development of competence in the actual performance of procedures, operations, methods, and techniques.
Cognitive Learning: includes the acquisition of information and concepts related to course content (includes ability to analyze content and apply it to new situations)

At the introductory level, testing not only includes a basic material test over essential foundational material, but also learning contracts to engage in creative outside research and learning techniques that cover other material in the course. In other words, students are given a choice on how they learn certain parts of the course material and "prove" their mastery of it. Also, at this level it is important to have discussion groups based on similar interests of students with a chance to experience the movement from observation to operationalizing to experiment to seeing results. The following is an example of a Friday discussion group session in which small groups used their basic observations of mood changes over their own days to design survey studies. Eight groups designed two types of studies: a survey on activities and related moods and a daily diary study looking at mood changes over the course of a day. Individual group results were combined into two surveys that students then used to collect data. Data was entered into a statistics program with the instructor performing the operations. Students then had a chance in another Friday session to compare means, explore some of the reasons statistics are used, and see if their results supported their hypotheses. Further discussion allowed them to understand the necessity for experimental conditions and laboratory environments in order to explain cause and effect. Students were able to list possible confounds, problems in the study, issues of question wording, and means of measuring moods.

Psy 100-1 Friday, Week 1 Creating a survey study

Group _____

Members of the group

The theory:
As we go through the day, our moods run through a basic cycle. Rest, food, exercise, fatigue, friends, tasks to be performed, etc. have been shown to change mood.

Questions to consider concerning this in your life:
What are some of the moods you experience in a day? When do you experience them?

What affects your moods? How do you change moods? Do you snack during the day? How does that affect mood? What about exercise? Being with friends? What else?

Possible hypotheses or predictions:

The best way to look at this theory is while people are at certain times of the day and measuring moods before and after activities, sleep, food, gatherings with friends, etc. This could be done by following a person over the course of the day, measuring mood prior to and after certain activities, snacks, exercise, etc. In order to make sure you can compare one person with another, what will be important? What times of the day would be important to consider? Would you measure a person over more than one day? Why or why not? What moods would you expect to experience in a day?

Design the study:

Upper level courses benefit from the inclusion of actual experimentation, demonstration, individual research based on special interests, sharing of papers with class discussion, group projects, and multi-method testing. This does require a little more professor-student interaction which I always find beneficial for all concerned. The following is a social psychology syllabus that incorporates these techniques in order to achieve writing improvement, learning successful interviewing/interpersonal communication skills, learning how to use psychology resources, and

gaining understanding and appreciation of psychological research. The beginning of the course would start by participating and then analyzing, as a class, a simple experiment based on the material being covered. Discussion of how the experiment was designed would lead to one option for a paper. Each student would also research a special topic of one's own choosing related to a topic to be covered. Guidance would be provided on resources to be used and how to put together a simple literature review. Again, this would lead to an APA style introduction for a final paper to be shared with the class.

Psych 339: Social Psychology — Summer II: MTWTH 10:30 AM- 12:45 PM
Dr. Karen Leith (653-9415)
Office Hours: 15-30 min. before class and right after class, Room 109

Text: Myers, David G. (1995). Social Psychology, 5th edition. New York: McGraw-Hill, Inc.

On Reserve: All articles listed for additional reading

Grading policy: Grades in general will reflect the following standards:

C: able to present in a knowledgeable way the basic information presented in the course

B: able to present in an excellent way showing mastery of the basic information presented

A: able to present in an excellent way and go beyond to the implications of the basic information presented

Grading will be based on points earned throughout the course:

1. Class attendance and participation in all discussions	50 pts
2. Midterm test	50 pts
3. Class presentation	30 pts
4. Paper	70 pts
5. Final	100 pts

A: 275 - 300 pts., B: 242 - 274 pts., C: 210- 241 pts., D: 190 - 209 pts., F: below 190 pts.

Course requirements:

1. Class attendance: only excused absences.

2. Class participation: active participation in all discussions, class experimental demonstrations, class projects illustrating various topics.

3. Midterm: questions of various point values including definitions, short answer essay and one essay.

4. Class presentation: to include a literature review of the major articles on a specific topic to be chosen from a presented list of topics relating to lectures after midterm. Presentation is to be 25-30 minutes long, presenting the major ideas on that topic.

5. Paper: topic is same as class presentation. Write a more comprehensive literature

review on a topic with some critique included. Length: 8-10 pages double-spaced. Due Monday, August 25th. If your presentation is the week of the 25th, make a copy for yourself? Papers that are late will lose 5 pts. per day.

6. Final: comprehensive, same make-up as midterm.

Work missed must be made up within 2 days of absence. Only a doctor's excuse will excuse you for such make-up work.

Students with disabilities: Any student with a documented disability (e.g., physical, learning, psychiatric,
vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Professor and
Coordinator of Disability Services of Students (Ms. Carol Templeman, X2188) at the beginning of the
quarter.

Topics and Assignments: Since this is a summer course, there will be no extra credit.

Week 1

Class 1 Definition of Social Psychology
Social Beliefs
The Project of Social Psychology
Reading: Chapter 1
Special assignment to be used next Mon.: self-presentation study, autobiographical stories, self and one
other person to be collected (due Wed.)

Class 2 Explaining Behavior
Overview of research methods: the methods and their interaction
Reading: chapter 3

Classes 3&4 Self-esteem, self-efficacy
Fundamental attribution error
Reading: chapter 2
Articles: Markus & Nurius, Possible selves
Triandis, The self and social behavior in differing cultural contexts

Week 2

Class 5 Attitudes/ forming attitudes
Relationship of behavior and attitudes
Reading: chapter 4

Special discussion: self-presentation study (results from class contributions)
TOPICS FOR PRESENTATIONS DUE

Class 6 Emotion, risk-taking and well being
Reading: Leith and Baumeister (1996), Why do moods increase self-defeating behavior? Emotion, risk-taking and self-regulation. Journal of Personality and Social Psychology

Class 7 Social cognition and well-being
Cultural Influences
Reading: chapters 5 and 6

Class 8 Conformity and persuasion
Reading: chapters 7 and 8

Week 3

Class 9 Continuation of conformity and persuasion

Class 10 &11 Group influence
Reading: chapter 9
Specific topics: group dynamics and brainstorming, ingroup-outgroup dynamics, social loafing, jury issues

Class 12 Midterm (1 hr.) and review of paper/presentation material: using PsychLIT and how to read articles and reviews, APA style

Week 4

Class 13 Finding and reading journal articles
See extra sheet - based on individual presentation and paper topics

Class 14 Altruism
Intrinsic vs. Extrinsic motivation
By-stander effect
Reading: chapter 14 and Article: one of C. Dan Batson's articles on reserve

Class 15 Prejudice and Stereotyping, Court Issues
Reading: chapters 10 and 11
Presentation of topics: 1. overcoming prejudice: success and failure, 2. effects of

prejudice. 3 combating
or overcoming prejudice. 4 gender roles and role-playing

Classes 16 Presentation of topics 5 Jury selection and comprehension. 6 Eyewitness reports and memory
issues.
7 False memories
Aggression and violence
Reading chapter 12
Article Baumeister, Smart, and Boden (1996). Relation of threatened egotism to violence, oppressive,
and aggressive behavior The dark side of self-esteem
one of the book chapters from Violent Men, Ordinary Men, or A Culture of Tyranny

Week 5

Class 17 Presentation of topics 8 domestic violence. 9 frustration and aggression 10 prevention and
control of aggression

Class 18&19 Attraction, Love, Interpersonal relationships
Reading chapter 13
Presentation of topics 11 positive illusions. 12 attraction styles. 13 triangular theory of love. 14
meeting and evaluating strangers. 15 Troubled relationships

Class 20 Final

For Paper/Presentation

Topic

Related Words

Articles (at least 5) and Book Chapters (no more than 2)

Outline

Summary of Journal Article

Title

Author

Journal (Title, date, volume, pages)

Summary of Introduction (Rationale working up to hypotheses)

Hypotheses

Method s Used

Results

Points form Discussion:

Two sentence summary of main point made:

Summary of Book Chapter:

Title of chapter:(include page numbers)

Author:

Book title: (Title, city, publisher, date of publication)

Summary of Introduction (Rationale working up to hypothesis or theory):

Hypothesis/ses or main points being presented:

Method/s Used or rationale for theory:

Results or empirical evidence:

Points form Discussion or conclusion:

Two sentence summary of main point made

APA style for references and citations:

Journals:

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. Consulting Psychology Journal: Practice and Research, 45, 10-36.

Borman, W.C., Hanson, M.A., Oppler, S.H., Pulakos, E.D., & White, L.A. (1993). Role of early supervisory experience in supervisor performance. Journal of Applied Psychology, 78, 443-449.

Books:

Cone, J.D., & Foster, S.L. (1993). Dissertation and theses from start to finish: Psychology and related fields. Washington, D.C.: American Psychological Association.

Book chapters:

Bjork, R.A. (1989). Retrieval inhibition as an adaptive mechanism in human memory. In H.L. Roediger III & F.I.M. Clark (Eds.), Varieties of memory and consciousness (pp. 309-330). Hillsdale, NJ: Erlbaum.

Citations in body of paper: (Author, date; Author, date)

(Bjork, 1989; Borman, Hanson, Oppler, Pulakos, & White, 1993; Cone & Foster, 1993)

Using PsychLIT

1. From data base, click on one, two, or all three data bases. Click on the arrow in order to move them to the user box. Click on OK.

2. You are now looking at a split screen. The top of the screen has a box for search words. The bottom of the screen has a section to view findings for that search word.

Enter your search word ex. Forgiveness and click on Search.

I then see that there are 214 entries across all three data bases with the key word forgiveness. I don't want to go through all 214 references since I want forgiveness in connection with guilt. Therefore, I enter into the search box:
forgiveness and guilt and again click on Search

I now have a more manageable number of articles that relate to my specific interest. In order to look at these, click on Show.

I would like to read the abstracts, so I click on Full at the bottom of the screen. If I am interested in an article, I will click on the little book by the title of the article. This marks the article to be printed or downloaded later.

I can now add to my search by using related words:
contrition, apology, forgive, amends
going through the search, show, and mark procedure. When I am done, I can print out my marked citations or download them onto a disk.

I you do not know related words, click on the thesaurus.

Be careful to look at the journals in which the articles appear. Mark an article of interest only if it can be found in the main journals. There is a listing of journals located in the library by the computer.

Also, remember to check the most current journals found on the open shelves. PsychLIT has listings for articles up to June 1997.

Some suggestions for topics:
- emotions, disclosure, and health
- emotional intelligence
- social anxiety
- counterfactual thinking
- guilt and shame
- social attitudes
- self-esteem and violence
- group thinking and brainstorming
- domestic violence
- youth crime
- conflict and peace-making

ingroup-outgroup dynamics
jury issues
social loafing
is there true altruism?
Religion and health
or submit your own for approval

Means to obtain information:
literature search, PsychLit
interview a faculty member
latest journals, especially PSPB, JPSP, Psych Bul, Psych Review
be a subject in an experiment being conducted
conduct a survey

Ways to show mastery of topic:
write a paper
take an oral test - be able to discuss topic with instructor
take a written test (You will supply a list of important terms and several good essay questions. Instructor will choose what must be completed for test. Instructor reserves the right to combine questions or add questions.)

Required: 15 minute summary of what you have learned for the class

Minimum references: 6-

Learning Contract

Special Topic _____

Reason I chose this topic

Initial plan to complete project
References

Interviews:

Surveys:

Choice to show mastery: ____ paper _____ oral exam _____ written test

I will have an outline of what I learned by _____.

What I hope to learn from completing this project:

_____
Signature

_____
Date

If students are to be encouraged to be creative in their presentations, the instructor must set the standard. The following worksheet helps in thinking through possibilities.
Designing an alternative to a lecture

Topic:

Method
_____ Demonstration
_____ Case Study
_____ Guided Teaching
_____ Group Inquiry
_____ Read and Discuss
_____ Information Search

Note: I have even adapted actual experiments for classroom use.

Design Outline

Preparing Effective Lectures

I. Five ways to gain interest:
- introductory exercise
- lead off story or interesting visual
- initial case problem
- test questions
- preview of content

II. Five ways to maximize understanding and retention:
- opening summary
- key terms
- examples
- analogies
- visual backup

III. Five ways to involve listeners during a lecture
- listener roles
- guided note taking
- spot challenges
- synergetic learning
- illuminating exercises

IV. Ways to reinforce lectures:
- group processing
- post-lecture case problem
- participant review
- experiential activity
- class generated review questions

Finally, as an example of critical thinking at the upper level, a technique used to encourage critique of written material, an understanding of the application of that material, and looking toward possible experiments built on the research follows. Opening lectures lay the foundation and present the criteria used to judge the various beliefs people have that give meaning to life. Students then apply the criteria to what they feel gives meaning to life before reading what has been done. Using the ideas they contribute and develop in their small groups, they are able to critique the material. The following sheets were used in a Meanings of Life course in conjunction with Roy Baumeister's book The Meanings of Life. Students were given different ways people find meaning and were asked to fill in this chart before reading what was in the book. They worked in small groups, interviewed some others outside of class, and were tested by being given another way that might create meaning in life. They then read the book with more interest, were better guided in finding the main points, and were able to critique what was being said.

Four Needs of Meaning

(need signifies that people are motivated to find ways of obtaining certain things)

Purpose
(need to see one's activities as oriented toward a purpose)
1 goals and 2. fulfillments
When satisfied: Lack of:

Value or Justification
(need to feel one's actions are right and good and justifiable)
1 origins of morals and values that are both positive and negative and 2. justification and value bases
When satisfied Lack of

Efficacy
(feeling capable and strong)
1 primary control and 2 secondary control
When satisfied Lack of

Self-Worth
(need to make sense of lives in order to feel they have positive value)
When satisfied Lack of

Myth of Higher Meaning

Expectation of Meaningfulness

Completeness: There must be an answer

Faith in Consistency

False Permanence: The Myth of Forever

The Myth of Fulfillment

Questions to think about:

1. Self-identity: From where does it come?

2. How is it played out in morality?

3. Who are you?

When students are encouraged and guided to be self-directed learners, there is more interaction in the classroom, more material is covered, and more is learned both by the students and the instructor.

Reference

Knowles, M. (1980, revised). The Modern Practice of Adult Education: From Pedagogy to Androgogy. Englewood, NJ: Cambridge Adult Education, Prentice Hall Regents.

Adult Learning Styles, Critical Thinking and Psychology

Courses, curriculum, and classrooms can be designed to affirm students in their adulthood, empowering them to draw on their experiences, interests, and self-motivation to learn. Starting at the introductory level and continuing through specialty courses and electives, critical thinking, learning contracts, self-directed learning, and sharing experiences and knowledge can be an empowering and exciting experience for both student and professor. Examples of these methods will span introduction to psychology, an interdisciplinary course on the meanings of life, and social psychology.